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| **Stage 1 Desired Results** | | |
| CCSS-Mathematics Standards  Primary Focus Standards  KCC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  KCC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  c. Understand that each successive number name  refers to a quantity that is one larger.  KCC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1  ---------------------------------------------------------  Secondary Embedded Standards  KCC.1 Count to 100 by ones and by tens.  KCC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  KCC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  KCC.7 Compare two numbers between 1 and 10 presented as written numerals.  KMD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3 | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  \*Count, represent, order and compare numerals 0-5. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Counting is the strategy for finding the answer to ‘how many’. * The last number said when counting tells the total number of objects * Quantity is not determined by arrangement or size. * Numerals are symbols we read and write to communicate quantity. * Numerals and quantities can be ordered and compared. * Objects in two groups can be compared to identify which group is greater than, less than or equal to the other. * Counting on means one more. | ESSENTIAL QUESTIONS   * Why do we count? * What does counting tell us? * Why are numbers important? * How many ways can a single quantity be shown? * How can two quantities be related? * How can we order numbers? |
| ***Acquisition*** | |
| *Students will know…*   * Numeral names. * How to represent numerals (0-5) in written form. * Key vocabulary: count, 0, 1, 2, 3, 4, 5, more/greater, less/fewer, equal. * One to one correspondence. * Arrangement of objects does not change the quantity. * That each successive number name refers to one more. * The relationship between numerals and quantities. | *Students will be skilled at…*   * Verbally Counting. * Reading, writing, identifying numerals (0-5). * Identifying the amount of objects in a set using one to one correspondence. * Counting objects in different arrangements. * Comparing sets of objects by identifying more/greater, less/fewer, equal. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
|  | PERFORMANCE TASK(S):   * Recognize, represent and write numerals 0-5. * Demonstrates one to one correspondence (0-5) * Shows an understanding of cardinality and conservation * Knows ‘one more’ for 0-5 * Compares by matching or counting 0-5 objects per set | |
|  | OTHER EVIDENCE:   * Student work samples * Teacher/Student conferencing (Anecdotal records) * Math Workshop/Math Workstations/Math Centers * Homework Tasks * Self Reflection * Class Discussion of Essential Questions | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  **May include but are not limited to:**  Professional Resources:  Kathy Richardson Developing Number Concept Series  Debbie Diller Math Work Stations  Marcy Cook Materials  Math Literature Counting Books  Singapore Math  Examples of tasks can be found at the following sites:  <https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_>  Math\_K\_Unit1FrameworkSE.pdf  <https://www.dropbox.com/sh/14prjy245l3sacz/1hGcRquZc2/>  June%202012%20Unit%20Design%  20Institute%20-%20Participant%20Resources/K-5%20Resources/Kindergarten/kindergarten\_math-illustrated\_practices\_pacing\_guide\_%26\_units\_1-9-2.doc  <https://www.K-5mathteachingresources.com>  Abcya.com  Illuminations.com  Starfall.com  Internet4.classrooms.com  DiscoveryEducation.com  PBS Kids.com  ixl.com  Smartexchange.com  [www.ppst.com](http://www.ppst.com) (Pete’s Powerpoint Station) | | |